

Performance Standards – 1308 Disabilities Service Plan

Program Year: 2015-2016

Approved: June 10-2015

1308.4

DISABILITIES SERVICE PLAN

OBJECTIVE: PURPOSE AND SCOPE OF DISABILITIES SERVICE PLAN

1308.4(A)

A Head Start Grantee, or delegate agency, if appropriate, must develop a disabilities service in providing strategies for meeting the special needs of children with disabilities and their parents. The purposes of this plan are to ensure:

- (1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents; and
- (2) That resources are used efficiently.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start will develop a plan of service for any child with a disability. This plan will ensure that all developmental content areas are integrated into the plan and that resources are fully utilized to meet each child's needs.	Disabilities Coordinator	Initial PPT meeting held within 30 days of referral	PPT forms filled out with consent of and copy to parent.

1308.4(B)

The plan must be updated annually.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start will have a written disabilities component plan which is revised as needed and approved on an annual basis by the Policy Council	Disabilities Coordinator	Spring of each year.	Policy Council approval.

1308.4(C)

The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children, and provisions for any modifications necessary to meet the special needs of the children with disabilities.

Procedure	Responsibility	Time Frame	Documentation
The disabilities plan will support the full inclusion of children with disabilities. To the extent possible, services will be provided in the natural classroom environment. When services require a child to be pulled out to a therapist's room, the teacher will be provided with consultation by the therapist in order to ensure that learned skills in a therapeutic environment will be generalized to the classroom.	Teaching Staff Education Manager Therapist	Ongoing	IEP goal sheet. Consultation log.

- 1308.4(D)** The Head Start Grantee and delegate agency must use the disabilities service plan as a working document that guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of the children for small group activities, for modifications of large group activities, and for any individual special help.

Procedure	Responsibility	Time Frame	Documentation
Manchester Board of Education's special education department has written guidelines defining the range of services and options available to children with unique needs.	Teaching Staff Education Manager	Ongoing	Board of Education, Special Education policies and procedures

- 1308.4(E)** The Grantee or delegate agency must designate a coordinator of services for children with disabilities (Disabilities Coordinator) and arrange for preparation of the disabilities service plan and of the Grantee application budget line items for services for children with disabilities. The Grantee or delegate must ensure that all relevant coordinators, other staff, and parents are consulted.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start's Director will also serve as the Disabilities Coordinator who, together with the Education Manager, will ensure that services defined in a child's IEP are implemented to the full extent. In addition, the Director and Education Manager will refer for assessment children identified as having weaknesses in any content area which could affect learning. Referrals and the delivery of special services will always include parent input at all phases of service.	Education Manager Disabilities Coordinator	Ongoing	Job descriptions

1308.4(F) The disability service plan must contain:

- (1) Procedures for timely screening;**
- (2) Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services for a child, as early as the child's third birthday; and**
- (3) Assurances of accessibility of facilities.**

Procedure	Responsibility	Time Frame	Documentation
<p>All children enrolled in Manchester Head Start are screened within forty-five (45) calendar days of enrollment using the Speed Dial and the DECA screening tools for preschool-aged children. Screenings are administered by the classroom teacher in as natural a setting as possible.</p> <p>When the observation/screening of a child flags a concern (low score/significant observation during screening, or concern during ongoing observation and assessment), the parent will be contacted (if not present) to discuss the concern of the screener/teacher. The area of concern will then be addressed through the SRBI process of skill development.</p> <p>Manchester Head Start will ensure that all facilities are accessible to children with disabilities.</p>	<p>Teaching Staff Health Manager Education Manager</p> <p>Support Service Manager</p>	<p>By 45th day of school.</p>	<p>Child's file contains screening results, parent meeting notes and any referral forms.</p>

1308.4(F)(4) Plans to provide appropriate special furniture, equipment, and materials, if needed.

Procedure	Responsibility	Time Frame	Documentation
<p>The learning environment will be continuously assessed to ensure successful integration for any child with special needs. Any specialized equipment, furniture, or supplies specified in an IEP will be provided as needed.</p>	<p>Disabilities Coordinator</p>	<p>As needed.</p>	<p>IEP minutes.</p>

1308.4(G) The plan, when appropriate, must address strategies for the transition of children into Head Start from infant/toddler programs (0-3 years), as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.

Procedure	Responsibility	Time Frame	Documentation
The Education Manager will attend an annual review for a child being prepared for transition to Head Start in order to ensure appropriateness of placement, as well as to communicate with the child's family what services will be provided by Head Start.	Education Manager	Prior to entry or exit	PPT minutes/ Attendance
An annual review is also held at the end of a child's year(s) at Head Start in order to ensure a smooth transition for child and family to the next appropriate placement.	Director Special Education Supervisor	Annually	PPT minutes
Interagency agreements will be developed between early intervention programs, Early Head Start, local education agencies, and Head Start, which will include transition strategies such as: <ul style="list-style-type: none"> • Interagency planning meetings; • Transfer of records; • Interagency involvement in IEP development, as appropriate; and • Follow-up after discharge. 	Director		Letter of agreement
Training will be provided to staff and parents as determined by assessment or interest.			

1308.4(H) The Grantee or delegate agency must arrange or provide special education and related services necessary to foster the maximum development of each child's potential and to facilitate participation in the regular Head Start program unless the services are being provided by LEA or another agency. The Grantee or delegate agency must arrange for, provide, or produce services that may include but are not limited to special education and these related services.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start, in cooperation with the Board of Education, will access all available resources needed for a child to fully participate in the program.	Program Director	As needed.	PPT documentation.

1308.4(H)(1-7)

- (1) Audiology services, including identification of children with hearing loss and referral for medical or other professional attention; provision, if needed, of rehabilitative services such as speech and language therapy and auditory training to make best use of remaining hearing; speech conversation; lip reading; determination of need or hearing aids and fitting of appropriate aids; and programs for prevention of hearing loss;
- (2) Physical therapy to facilitate gross motor development in activities such as walking, and prevent or slow orthopedic problems and improve posture and conditioning;
- (3) Occupational therapy to improve, develop, or restore fine motor functions in activities such as using eating utensils;
- (4) Speech or language services including therapy and use of assistive devices necessary for the child to develop or improve receptive or expressive means of communication;
- (5) Psychological services such as evaluation of each child's functioning and interpreting the results to staff and parents; counseling and guidance services for staff and parents regarding disabilities;
- (6) Transportation for children with disabilities to and from the program to special clinics or other services that cannot be provided on-site. Transportation including adapted buses equipped to accommodate wheelchairs or other such devices, if required;
- (7) Assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility, or communication to meet the objectives of the IEP.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start will refer children, as needed, for evaluation to determine special education eligibility. The evaluation and individualized education plan (IEP) will indicate needed special education and related services and the manner in which these services will be provided.	Community agency, HS Staff, LEA Staff, Disabilities Coordinator	Ongoing	PPT documentation.

1308.4(I) Disabilities service plan must include options to meet the needs and take into consideration strengths of each child based upon IEP so that a continuum of services available for various agencies is considered.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start will ensure that an individualized plan is developed for each child, that it is strength-based and includes a plan for service provision that identifies both strengths and needs in establishing goals and objectives.	Disabilities Coordinator	As needed.	IEP documents.

1308.4(J) The options may include:

Joint placement of children with other agencies;

Shared provisions of services with other agencies;

Shared personnel to supervise special education services, when necessary, to meet state requirements on qualifications;

Administrative accommodations such as having two children share one enrollment slot when each child's IEP calls for part-time service because of their individual needs;

Any other strategies to be used to ensure that special needs are met. These may include:

Increased staff;

Use of volunteers

Use of supervised students in such fields as child development, special education, child psychology, various therapies, and family services to assist the staff.

Procedure	Responsibility	Time Frame	Documentation
<p>Placements and service delivery options may include:</p> <ol style="list-style-type: none"> (1) Joint placement of children; i.e., child attends special preschool for part of the day and Head Start for part of the day, or the child is enrolled in community early intervention program and receives additional services (not funded through IDEA Part C) through Head Start. Interagency cooperation in the development and implementation of IEP's will facilitate seamless service delivery. (2) Shared enrollment slots. Children may be enrolled in Head Start on a part-time basis. Shared enrollment slots increase the opportunities for children to participate in Head Start. (3) Full-time enrollment in Head Start with specialized services provided on-site by specialist or monitoring of child's program by LEA's preschool coordinator or community agency early intervention program staff. (4) The hiring of additional staff or use of volunteers to ensure that needs of children with severe delays or disabilities are met. <p>Head Start may also add staff or utilize volunteers to reduce staff/child ratios and, in some cases, to provide child with support as needed to be successful in the classroom.</p>	<p>Disabilities Coordinator and Education Manager</p>	<p>At PPT where IEP is developed.</p>	<p>IEP documents.</p>

1308.4(K) The Grantee must ensure that the disabilities service plan addresses Grantee efforts to meet state standards for personnel serving children with disabilities by the 1994-1995 program year. Special education and related services must be provided by or under the supervision of personnel meeting state qualifications by the 1994-1995 program year.

Procedure	Responsibility	Time Frame	Documentation
In cases of services rendered to children by community early intervention programs or LEA, either through dual or full-time Head Start enrollment, the early intervention program or LEA will be responsible for supervision of personnel and meeting state qualifications. When a child is receiving services as a result of a Head Start managed IEP, Head Start staff designated to manage and monitor disability services will coordinate and oversee contractual agreements for services.	Disabilities Coordinator	Annually	Contracts for special services. PPT documents.

- 1308.4(L) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEA's and other agencies within the Grantee's service area. If no agreement can be reached, the Grantee must document its efforts and inform the regional office. The agreements must address:**
- (1) Head Start's participation in the public agency's Child Find plan under Part B of IDEA;**
 - (2) Joint training of staff and parents;**
 - (3) Procedures for referral for evaluations, IEP meetings, and placement decision;**
 - (4) Transition;**
 - (5) Resource sharing;**
 - (6) Head Start's commitment to provide the number of children receiving service under IEP's to the LEA child count report by December 1 annually;**
 - (7) Any other items agreed to by both parties. Grantee must make every effort to update the agreements annually.**

Procedure	Responsibility	Time Frame	Documentation
The Manchester Head Start program is part of the Manchester Board of Education. As a result, the referral, evaluation and service delivery process established by the Board of Education, in compliance with state and federal regulations, follows the Board's policies and procedures guidelines. The special education coordinator for the Board works closely with the Head Start Disabilities Coordinator to ensure that all Head Start eligible children identified as having special needs are provided with a comprehensive array of developmentally appropriate services in the least restrictive environment.	Disabilities Coordinator	Annually and on-going	Assessment reports and PPT minutes.

- 1308.4(M) The Disabilities Coordinator must work with the Director in the planning and budgeting of Grantee funds to ensure that: special needs identified in the IEP are fully met; children most in need of an integrated placement and of special assistance are served; and that Grantee maintains the level of fiscal support to children with disabilities consistent with the Congressional mandate to meet their special needs.
- 1308.4(N) The grant application budget form and supplements submitted with applications for funding must reflect requests for adequate resources to implement the objectives and activities in the disability service plan and fulfill the requirements of these performance standards.
- 1308.4(O) The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include:
- (1) Salaries – Allowable expenditures include salaries of a full- or part-time coordinator of services for children with disabilities (Disabilities Coordinator), who is essential to ensure that programs have the core capability to recruit, enroll, arrange for the evaluation of children, provide or arrange for services to children with disabilities, and work with Head Start coordinators and staff of other agencies which are working cooperatively with the Grantee. Salaries of special education resource teachers who can augment the work of the regular teacher are an allowable expenditure.
 - (2) Evaluation of Children – When warranted by screening or rescreening results, teacher observation, or parent request, arrangements must be made for evaluation of the child's development and functioning. If, after referral for evaluation to the LEA, evaluations are not provided by the LEA, they are an allowable expenditure.
 - (3) Program funds may be used to pay for services, which include special education, related services, and summer services deemed necessary on an individual basis and to prepare for serving children with disabilities in advance of the program year.
 - (4) Making services accessible.
- Allowable costs include elimination of architectural barriers which affect the participation of children 3with disabilities, in conformance with 45 CFR Part 84, Nondiscrimination on the Basis of Handicap in Program and Activities Receiving or Benefiting from Federal Financial Assistance and with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101). The Americans with Disabilities Act requires that public accommodations including private schools and day care centers may not discriminate on the basis of disability. Physical barriers in existing facilities must be removed if removal is readily achievable; i.e., easily accomplishable and able to be carried out without much difficulty or expense. If not readily achievable, alternative methods of providing the services must be offered if those methods are readily achievable.

Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered areas (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Program funds may be used for ramps, remodeling, or modifications such as grab bars or railings. Grantee must meet new statutory and regulatory requirements that are enacted.

- (5) **Transportation** – Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used to provide it. Special buses or use of taxis are allowable expenses if there are no alternatives available and they are necessary to enable a child to be served.
- (6) **Special Equipment and needs** – Purchase or lease of special equipment and materials for use in the program and home is an allowable program expense. Grantees must make available assistive devices necessary to make it possible for a child to move, communicate, improve functioning, or address objectives which are listed in the child's IEP.
- (7) **Training and technical assistance** – Increasing the abilities of staff to meet the special needs of children with disabilities is an allowable expense. Appropriate expenditures may include, but are not limited to:
 - (i) Travel and per diem expenses for disabilities coordinators, teachers and parents to attend training and technical assistance events related to special services for children with disabilities;
 - (ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events;
 - (iii) Fees for courses specifically related to the requirements of the disabilities service plan, a child's IEP, or state certification to serve children with disabilities; and
 - (iv) Fees and expenses for training/technical assistance consultants if such help is not available from another provider at no cost.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start utilizes a program planning procedure, a procedure for budget development, and a procedure for the development of written work plans to guide the processes as outlined in 1308.4(M-O). The Disabilities Coordinator will facilitate the process, ensuring the participation by all members of the Management Team and Policy Council, in the development of the disabilities services component of the budget.	Director Family Service Manager	Annually according to procedures	Procedure Manual

<p>Manchester Head Start's Director also serves as the Disabilities Coordinator. Since Head Start is part of the Manchester Board of Education, funds for direct service delivery are provided by the LEA.</p> <p>When preschool-aged children have been referred to the local education agency and it has been determined that the child is not eligible under IDEA Part B funding, but the child is eligible according to Head Start 45 CFR 1308, then program funds will be used to provide special education or related services.</p> <p>Based on individual facilities and the ADA checklist, Manchester Head Start programs may submit application for funding to enhance the accessibility of a center.</p> <p>Manchester Head Start will work in conjunction with local education agencies and community agency early intervention programs to ensure that children with disabilities have transportation needs met.</p> <p>An assessment of staff training needs will be conducted annually and a comprehensive training plan developed to ensure that staff are prepared for the inclusion of children with special needs.</p>			
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1308.5 RECRUITMENT AND ENROLLMENT OF CHILDREN WITH DISABILITIES

1308.5(A) The Grantee or delegate agency outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.

Procedure	Responsibility	Time Frame	Documentation
Procedures for active recruitment of children with delays/disabilities will be incorporated into the recruitment plan. Procedures will include, but are not limited to: (1) Participation in collaborative community meetings; (2) Collaborative child find; (3) Providing information to LEA special preschools and community early intervention programs; (4) Providing information to early intervention programs; (5) Fliers, PSAs, newspaper articles;	Family Service Manager	March – June	--ERSEA component plan --Copies of fliers --Outreach list

1308.5(B) The Grantee must ensure that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR Part 84, Nondiscrimination on the Basis of Disability in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101).

Procedure	Responsibility	Time Frame	Documentation
Early childhood special education staff from the Board of Education are trained in the eligibility and recruitment of children with special needs.	LEA Sp.Ed. Coordinator Disabilities Coordinator	Spring	Training Plan/Log

1308.5(C) A Grantee must not deny placement on the basis of a disability or its severity to any child when:
(1) The parents wish to enroll the child;
(2) The child meets the Head Start age and income eligibility criteria;
(3) Head Start is an appropriate placement according to the child's IEP; and

- (4) The program has space to enroll more children, even though the program has made 10% of its enrollment opportunities available to children with disabilities. In that case, children who have a disability and non-disabled children would compete for the available enrollment opportunities.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start has chosen to reserve a portion of the 10% over-income slots for the enrollment of children with delays/disabilities. Any age-eligible child with delays or a disability, regardless of income or nature of need, will be accepted into Head Start until the slots are filled. Shared slots (dual enrollment with LEAs, special preschools, or early intervention programs) will be an option for children with disabilities enrolled in Head Start. A child who is disabled and also qualifies according to income guidelines will be accepted into the program. Children with disabilities seeking enrollment after the 10% enrollment slots have been filled will compete in the selection process, using the selection criteria established by the Policy Council.	Family Service Manager	Ongoing	Class lists.

- 1308.5(D)** The Grantee must access resources and plan for placement options such as dual placement, use of resource staff and training, so that a child with disability for whom Head Start is an appropriate placement according to the IEP is not denied enrollment because of:
- (1) Staff attitude and/or apprehensions;
 - (2) Inaccessibility of facilities;
 - (3) Need to access additional resources to serve a specific child;
 - (4) Unfamiliarity with a disabling condition or special equipment such as a prosthesis; and
 - (5) Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering, and toilet training.

Procedure	Responsibility	Time Frame	Documentation
<p>The Manchester Board of Education's early childhood special education and related services staff offer special services to children enrolled in Head Start. They are bound by state and federal guidelines as outlined in IDEA.</p> <p>Manchester Head Start facilities comply with accessibility requirements as stated previously.</p> <p>Staff resource libraries will include information about specific disabilities.</p> <p>Every effort will be made to prepare the staff, environment, and access service, as needed, to integrate children with mild, moderate, and severe disabilities into the program, as appropriate.</p> <p>Prior to placement in the Head Start program, staff will meet with parents/guardians or professionals in order to learn to provide personalized special services, as needed.</p>	<p>Board of Ed. Sp.Ed. Staff, Disabilities Coordinator, and Education Manager</p> <p>Disabilities Coordinator and Health Manager</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Training Plan/Log</p> <p>ADA Checklist Audit</p>

- 1308.5(E) The same policies governing Head Start program eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities. Grantees also must take the following factors into account when planning enrollment procedures:**
- (1) The number of children with disabilities in the Head Start service area, including types of disabilities and their severity;**
 - (2) The services and resources provided by other agencies; and**
 - (3) State laws regarding immunization of preschool children. Grantees must observe applicable state laws which usually require that children entering state preschool programs complete immunizations prior to or with thirty (30) days after entering to reduce spread of communicable diseases.**

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start will plan enrollment procedures and determine selection criteria in accordance with identified needs. These needs will be determined by gathering information from strategic school profiles,	Family Service Manager	Selection criteria are determined annually	Comprehensive planning document;

community needs assessments and direct information from the Board of Education's early childhood special education department who is responsible for the town's Child Find efforts. All state immunization laws and requirements will be followed by Head Start registrants.	Health Manager		selection criteria; Policy Council minutes
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1308.5(F) The recruitment effort of the Head Start Grantee must include recruiting children who have severe disabilities, including children who have been previously identified as having disabilities.

Procedure	Responsibility	Time Frame	Documentation
The Manchester Board of Education's special education department will work closely with Head Start and families whose children may have special needs in order to determine the best fit for that child in providing a comprehensive program in the least restrictive environment.	Director and Education Manager	Ongoing; spring during recruitment	Posters Meeting notices Letters mailed to community programs

1308.6 ASSESSMENT OF CHILDREN

- 1308.6(A)** The Disabilities Coordinator must be involved with other program staff throughout the full process of assessment of children which has three steps:
- (1)** All children enrolled in Head Start are screened as the first step in the assessment process;
 - (2)** Staff also carry out ongoing developmental assessment for all enrolled children throughout the year to determine progress and plan activities;
 - (3)** Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step—evaluation. The Disabilities Coordinator has primary responsibility for this third step.

Procedure	Responsibility	Time Frame	Documentation
Each child entering Manchester Head Start will participate in a screening battery, including the Speed Dial and the DECA. In addition, an initial home visit by the teacher and the family advocate helps to determine if a child is performing within age appropriate limits. Parents play a critical role in sharing information regarding a child's progress.	Head Start Managers and Teachers.	Fall, and as children enter program.	Posters Meeting notices Letters mailed to community programs
There is an initial and ongoing review of the child's health screenings and examinations. This information will be reviewed prior to any referral.	Health Manager Family Advocates	Upon entry; ongoing	Procedure manual
Manchester Head Start ensures that all children are screened within forty-five (45) calendar days of enrollment.	Health Manager Teaching Staff	Within 45 days from enrollment	Procedure manual
Head Start monitors progress throughout the program year. Children are assessed three (3) times during the school year using the Connecticut Benchmarks Assessment protocol.	Teaching Staff Education Manager	All year long	Procedure manual

- 1308.6(B)** Screening, the first step in the assessment process, consists of standardized health screening and developmental screening which includes speech, hearing, and vision. It is a brief process which can be repeated and is never used to determine that a child has a disability. It only indicates that a child may need further evaluation to determine whether the child has a disability. Rescreening must be provided as needed.

- (1) Grantees must provide for developmental, hearing, and vision screening of all Early Head Start and Head Start children with forty-five (45) days of the child's entry into the program. This does not preclude starting screening in the spring before program service begins in the fall.
- (2) Grantees must make concerted efforts to reach and include the most in need and hardest to reach in the screening effort, providing assistance but urging parents to complete screening before the start of the program year.
- (3) Developmental screening is a brief check to identify children who need further evaluation to determine whether they may have disabilities. It provides information in three major developmental areas: visual/motor; language and cognition; and gross motor/body awareness for use along with observation data, parent reports, and home visit information. When appropriate standardized developmental screening instruments exist, they must be used. The Disabilities Coordinator must coordinate with the Health Manager and staff who have the responsibility for implementing health screening and with the education staff who have the responsibility for implementing developmental screening.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start recognizes the parent's role in providing valuable information regarding their child. In view of this, the intake process includes an interview in which parents share timeliness of developmental milestones, strengths/interests of the child, and observable behaviors or concerns. Information, developmental health history, medical exam information, and results of screening tools assist staff and parents in having a comprehensive, holistic look at the child. This process of gathering information from the parent continues during the program year. During center meetings, home visits, and parent/teacher conferences, parents are invited to share their view of their child. The individual child's profile is a collection of information which allows Head Start staff to accumulate unique knowledge about the child which promotes effective individualized program planning and maximizes the opportunity for assisting children's growth and potential attainment.	Health Manager Disabilities Coordinator	Health screenings occur within 45 days of enrollment.	Individual child's file
The Manchester Head Start program has elected to use the Speed Dial and the DECA, based on substantial evidence of reliability and validity.	Teachers Family Service Manager	Prior to entry into the program	Individual child's file

Head Start screening teams typically consist of the Health Manager or other trained staff conducting the vision and audiological check with an education staff person conducting the developmental screening.	Teaching Staff Family Service Manager		
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1308.6(C) Staff must inform parents of the types and purposes of the screening well in advance of the screening, the results of these screenings, and the purposes and results of any subsequent evaluation.

Procedure	Responsibility	Time Frame	Documentation
Parents are informed of the type of screening instrument to be used and give permission during the enrollment process. Parents are invited to participate in the screening by offering information and are given information as to the results during a parent/teacher conference.	Health Manager Teachers	During enrollment	Child's file

1308.6(D) Developmental assessment, the second step, is the collection of information on each child's functioning in these areas: gross and fine motor skills, perceptual discrimination, cognition, attention skills, self-help, social and receptive skills, and expressive language. The Disabilities Coordinator must coordinate with the Education Manager in the ongoing assessment of each Head Start child's functioning in all developmental areas by including this developmental information in later diagnostic and program planning activities for children with disabilities.

Procedure	Responsibility	Time Frame	Documentation
A developmental assessment process is conducted for each enrolled child three times a year. In November, teachers complete the first assessment period with information gathered by observing children in the classroom and asking parents to share their observations regarding their own child. The assessment protocol is based on the Connecticut Benchmarks Framework and covers the domains of social and emotional, cognitive, physical, and creative expression. The results of the first assessment cycle are used to inform instruction as well as to develop individual goals for each of the students. In addition, this information helps the teaching staff to share information with families at the parent/teacher conferences in November.	Teaching staff	Summary reporting occurs periodically (approximately 9-week cycle) during the year.	Child's file; Work sampling; Summary Reports; Home visit & parent/teacher conference log

The second cycle of assessment occurs in February prior to the March parent/teacher conferences. The third and final assessment cycle is completed in May and is used to help transition each student into kindergarten. Teachers meet with representatives from each elementary school in order to ensure that each child's strengths and needs are met as the child moves on to the elementary school.			
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1308.6(E)(1-2) The Disabilities Coordinator must arrange for further, formal evaluation of a child who has been identified as possibly having a disability, the third step.

- (1) The Disabilities Coordinator must refer a child to the LEA for evaluation as soon as the child's third birthday.**
- (2) If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation, using its own resources and accessing others. In this case, the evaluation must meet the following requirements:**

Procedure	Responsibility	Time Frame	Documentation
With parent approval, any child suspected of having a disability will be referred to the PPT process for an evaluation, in the content area suspected of having a deficiency, by the appropriate content area specialist.	Teacher Parent Health Manager Family Advocates	At any time	Child's file

1308.6(E)(2)(i-iii)

- (i) Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child's native language or mode of communication unless it clearly is not feasible to do so.**
- (ii) Testing and evaluation procedures must be administered by trained (state certified or licensed) personnel.**
- (iii) No single procedure may be the sole criterion for determining an appropriate educational program for a child.**

Procedure	Responsibility	Time Frame	Documentation
The Local Education Agency must adhere to federal and state guidelines when evaluating children. When Head Start conducts the evaluation, the program will ensure that contractors are aware of these regulations.	LEA Support Services	At any time	Child's file

1308.6(E)(2)(iv-viii)

- (iv) The evaluation must be made by a multidisciplinary team or group of persons including at least one teacher or specialist with knowledge in the area of suspected disability.
- (v) Evaluators must use only assessment materials which have been validated for the specific purpose for which they are used.
- (vi) Tests used with children with impaired sensory, manual, or communication skills must be administered so that they reflect the children's aptitudes and achievement levels and not just the disabilities.
- (vii) Tests and materials must assess all areas related to the suspected disability.
- (viii) In the case of a child whose primary disability appears to be a speech or language impairment, the team must ensure that enough tests are used to determine that the impairment is not a symptom of another disability and a speech or language pathologist should be involved in the evaluation.

Procedure	Responsibility	Time Frame	Documentation
<p>As part of the Manchester Board of Education, children enrolled in the Head Start program and identified as needing further testing will participate in an assessment conducted by certified professionals representing their discipline.</p> <p>The PPT process will involve the Board of Education's special education administrator, the parent, teacher, Family Advocate, and content area specialists in the areas of concern. When the team has determined that an assessment is required, the professional(s) performing the assessment(s) will complete their assessment, write their report (including recommendations), and be prepared for a follow-up PPT within 45 calendar days of the original meeting. At that second PPT, goals and objectives will be written, with parental input, and be implemented in the</p>	LEA Support Services	Ongoing	Child's file

least restrictive environment. Therapists will consult with the child's teacher and the parent in order to ensure that gains made in therapy will generalize to the classroom and the home.			
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1308.6(E)(3) Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability.

Procedure	Responsibility	Time Frame	Documentation
Parent consent will be obtained in writing prior to conducting the evaluation. Since Board of Education professionals evaluate all Head Start students, all PPT forms provided by the State Department of Education will be used.	LEA Support Services	As needed	Child's file

1308.6(E)(4) Confidentiality must be maintained in accordance with Grantee and state requirements. Parents must be given the opportunity to review their child's records in a timely manner, and they must be notified and give permission if additional evaluations are proposed. Grantees must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.

Procedure	Responsibility	Time Frame	Documentation
Confidentiality will be maintained regarding a child's referral for an evaluation. The parent must be provided with information to help them understand the need and purpose of the evaluation(s), as well as their rights, including being notified for consent prior to any other testing, as well as the right to call a meeting at any time. Family Advocates assist parents in their understanding and advocate for their needs.	LEA Support Services	As needed	Child's file

1308.6(E)(5) The multidisciplinary team provides the results of the evaluation and its professional opinion that the child does or does not need special education and related services to the Disabilities Coordinator. If it is their professional opinion that a child has a disability, the team is to state which one of the eligibility criteria applies and provide recommendations for programming along with their findings. Only children whom the evaluation team determine need special education and related services may be counted as children with disabilities.

Procedure	Responsibility	Time Frame	Documentation
Evaluation results are shared with the family by a multidisciplinary team that will determine eligibility.	LEA Support Services	As needed	Child's file

[1308.7 through 1308.17 are not applicable to Manchester Head Start.]

1308.18 DISABILITIES/HEALTH SERVICES COORDINATION

1308.18(A) The Grantee must ensure that the Disabilities Coordinator and the Health Manager work closely together in the assessment process and follow up to assure that the special needs of each child with disabilities are met.

Procedure	Responsibility	Time Frame	Documentation
The services provided to children will be coordinated in order to ensure that school and home are both informed and actively working on improving each child's progress. A team concept of information sharing and coordinated service delivery promote the integration of early childhood and health services for children with disabilities.	Education Manager Health Manager Teachers Parents	As needed	PPT minutes

1308.18(B) The Grantee must ensure coordination between the Disabilities Coordinator and the staff person responsible for the mental health component to help teachers identify children who show signs of problems such as possible serious depression, withdrawal, anxiety, or abuse.

Procedure	Responsibility	Time Frame	Documentation
Disabilities Coordinator and Education Manager work closely with the Mental Health Manager to identify children who may be presenting signs of social, emotional, or behavioral issues. Management team, consisting of the Managers of all Head Start program components, conduct weekly meetings where specific children and families can be presented for an integrated discussion of needs. The Mental Health Manager conducts frequent visits to classrooms to implement the Second Step curriculum, and is part of the screening process for possible mental health issues. In addition, the Health, Education and Mental Health Managers and Family Advocates participate in triennial child reviews with classroom staff.	Close communication between the coordinators of health, education, and mental health, along with the Disabilities Coordinator	As needed	Child study classroom folder PPT minutes

1308.18(C) Each Head Start Director or designee must supervise the administration of all medications, including prescription and over-the-counter drugs, to children with disabilities in accordance with state requirements.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start will follow its written procedures for the administration of medications, consistent with state health codes.	Health Manager	Ongoing	Health records

1308.18(D)(1-4)

1308.18(D) The Health Manager, under the supervision of the Head Start Director or designee, must:

Procedure	Responsibility	Time Frame	Documentation
Refer to subpart B, 1304.22(B)(1,2,3).	Health Manager	Ongoing	Child records

1308.18(D)(1) Obtain the doctor's instructions and parental consent before any medication is administered;

Procedure	Responsibility	Time Frame	Documentation
Refer to subpart B, 1304.22(B)(1,2,3).	Health Manager	As needed	Health records

1308.18(D)(2) Maintain an individual record of all medications dispensed and review the record regularly with the child parents;

Procedure	Responsibility	Time Frame	Documentation
Refer to subpart B, 1304.22(B)(1,2,3).	Health Manager	Ongoing	Health records

1308.18(D)(3) Record changes in a child's behavior which have implications for drug dosage or type and share this information with the staff, parents, and the physician; and

Procedure	Responsibility	Time Frame	Documentation
Refer to subpart B, 1304.22(B)(1,2,3).	Health Manager	Ongoing	Child records

1308.18(D)(4) Ensure that all medications, including those required by staff and volunteers, are adequately labeled, stored under lock and key out of reach of children, and refrigerated, if necessary. Written procedures for the storage of medications are consistent with state and local policies.

1308.19 DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

1308.19(A) When Head Start provides the evaluation, the multidisciplinary evaluation team makes the determination as to whether the child meets the Head Start eligibility criteria. The multidisciplinary evaluation team must ensure that the evaluation findings and recommendations, as well as information from developmental assessment, observation, and parent reports, are considered in making the determination as to whether the child meets the Head Start eligibility criteria.

Procedure	Responsibility	Time Frame	Documentation
Children with special needs may enter Manchester Head Start through the early childhood special education department at the school board. Such children are generally referred to Head Start by the special education teacher in conjunction with the multidisciplinary team, including the family. Other children with special needs are not identified until they have begun Head Start. Any such child will be referred to the Board of Education following identification of need through screening. If, after completion of the evaluation, it is determined that the child is not eligible for services under IDEA, Head Start will continue to serve that family within the Head Start service delivery system.	Director and Education Manager	As needed	Child's file

1308.19(B) Every child receiving services in Head Start who has been evaluated and found to have a disability and in need of special education must have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.

Procedure	Responsibility	Time Frame	Documentation
When it has been determined that a child is eligible for services according to criteria as listed in CFR 1308, a multidisciplinary team will meet to develop a Head Start managed IEP prior to the start of services or within 45 calendar days of initial referral.	Director	As needed	Child's file

1308.19(C) When the LEA develops the IEP, a representative from Head Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements.

Procedure	Responsibility	Time Frame	Documentation
All of Head Start's PPT meetings in which an IEP is developed are under the guidelines of the Board of Education, with assessments performed by licensed clinicians in the appropriate discipline.	Director	As needed	PPT minutes

1308.19(D) If Head Start develops the IEP, the IEP must take into account the child's unique needs, strengths, developmental potential, and the family's strengths and circumstances, as well as the child's disabilities.

Procedure	Responsibility	Time Frame	Documentation
Head Start does not conduct PPT meetings nor develop IEPs without the Board of Education representative(s) being present.	Director	As needed	Child's file

1308.19(E)(1-8) The IEP must include:

1308.19(E)(1) A statement of the child's present level of functioning in the social-emotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming;

Procedure	Responsibility	Time Frame	Documentation
In the development of an IEP, the team will identify a child's strengths and needs across all developmental domains.	Director	Within federally established time frames	Child's file

1308.19(E)(2) A statement of annual goals, including short-term objectives for meeting these goals;

Procedure	Responsibility	Time Frame	Documentation
The relevant clinician, in cooperation with Head Start staff and parents, will make recommendations regarding goals to be accomplished through special education and related services and short-term objectives to meet those goals.	Director	Within federally established time frames	Child's file

1308.19(E)(3) A statement of services to be provided by each Head Start component that are in addition to those services provided for all Head Start children, including transition services;

Procedure	Responsibility	Time Frame	Documentation
LEA IEP documents adhere to federal and state regulations. Head Start IEP documents will conform to requirements as outlines in (E)(1-8).	Director	Within federally established time frames.	Child's file

1308.19(E)(4) A statement of specific special education services to be provided to the child and those related services necessary for the child to participate in a Head Start program. This includes services provided by Head Start and services provided by other agencies and non-Head Start professionals;

Procedure	Responsibility	Time Frame	Documentation
LEA IEP documents adhere to federal and state regulations. Head Start IEP documents will conform to requirements as outlined in (E)(1-8).	Director	Within federally established time frames	Child's file

1308.19(E)(5) The identification of the personnel responsible for the planning and supervision of services and for the delivery of services;

Procedure	Responsibility	Time Frame	Documentation
Each IEP will include information regarding who is responsible for the special education and related services, as well as who will monitor progress of a child toward meeting stated goals and objectives. Each teacher will be given a copy of a child's IEP in order to monitor progress, as well as to ensure that individual goals are being worked on in the classroom as part of each child's program plan.	Director and Education Manager	As needed	Child's file

1308.19(E)(6) The projected dates for initiation of services and the anticipated duration of services;

Procedure	Responsibility	Time Frame	Documentation
The IEP will specify a start date for service as well as the amount of time that a child will receive special education or related services.	Director	Will follow federal established time frames	Child's file

1308.19(E)(7) A statement of objective criteria and evaluation procedures for determining, at least annually, whether the short-term objectives are being achieved or need to be revised; and

Procedure	Responsibility	Time Frame	Documentation
An IEP will define specific criteria by which stated goals and objectives can be evaluated. A review of a child's IEP will take place no later than at the end of the school year in which the IEP was developed. In some cases, an IEP developed mid-year will result in an annual review by the one-year anniversary of the originally written IEP.	Director and Education Manager	Within federally established time frames	Child's file

1308.19(E)(8) Family goals and objectives related to the child's disabilities when they are essential to the child's progress.

Procedure	Responsibility	Time Frame	Documentation
Family goals will be written when they are directly related to a child's disability.	Family Service Manager Family Advocates	Will follow federally established time frames	Child's file

1308.19(F) When Head Start develops the IEP, the team must include:

- (1) The Head Start Disabilities Coordinator or representative who is qualified to provide or supervise the provision of special education services;**
- (2) The child's teacher or home visitor;**
- (3) One or both of the child's parents or guardians; and**
- (4) At least one of the professional members of the multidisciplinary team which evaluated the child.**

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start will not conduct a PPT meeting to determine a child's eligibility for special education or related services without representation from the Board of Education.	Director	As needed	Child's file

1308.19(G) A LEA representative must be invited in writing if Head Start is initiating the request for a meeting.

Procedure	Responsibility	Time Frame	Documentation
The Manchester Board of Education's special education department will conduct all Head Start-initiated PPT.	Director	As needed	Child's file

1308.19(H) The Grantee may also invite other individuals at the request of the parents and other individuals at the discretion of the Head Start program including those component staff particularly involved due to the nature of the child's disability.

Procedure	Responsibility	Time Frame	Documentation
Parents are welcome to bring advocates, extended family, or resource persons to the PT meeting. Head Start resource staff may be invited depending on the nature of the disability.	Director and Family Service Manager	As needed	Child's file

1308.19(I) A meeting must be held at a time convenient for the parents and staff to develop the IEP within forty-five (45) days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.

Procedure	Responsibility	Time Frame	Documentation
Every attempt will be made to complete IEP documents with the parent, and to begin direct services within two (2) weeks of the completion of the PPT meeting.	Director and Family Service Manager	As needed	Child's file

1308.19(J) Grantee and its delegate agency must make rigorous efforts to involve parents in the IEP process. The Grantee must:

1308.19(J)(1) Notify parents in writing and, if necessary, also verbally or by other appropriate means, of the purpose, attendees, time, and location of the IEP meeting far enough in advance so that there is opportunity for them to participate.

Procedure	Responsibility	Time Frame	Documentation
A parent must be given five (5) days' written notice prior to a scheduled PPT meeting. A parent has the right to ask for another date if the scheduled date is not convenient. The Family Advocate will also contact the family to ensure that they will attend and to assist with making sure that the family is comfortable with the process. Five (5) day notice to hold a PPT can be waived with written parent permission.	Director and Family Advocate	As needed	Child's file

1308.19(J)(2) Make every effort to ensure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for the child's program.

Procedure	Responsibility	Time Frame	Documentation
Every attempt will be made to explain the process of developing an IEP and to go over the results with the parent to ensure their understanding and agreement, including the use of translators when necessary or requested by a parent.	Director and Family Advocate	As needed	Child's file

1308.19(J)(3) Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start has staff members who are bilingual in Spanish and English and are able to interpret for many families. If a bilingual staff person is not available, or the family speaks a language for which we have no interpreter, an outside interpreter will be obtained either through the family or the community.	Family Service Manager	As needed	Child's file

1308.19(J)(4) Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. In that case, document its efforts to secure the parents' participation through records of phone calls, letters in the parents' native language, or visits to parents' home or place of work, along with any responses or results of the meeting, and secure their input and signature.

Procedure	Responsibility	Time Frame	Documentation
A PPT meeting will only be held without a parent if neither parent is able to attend but a parent has given permission for the meeting to go on. In the event that every effort has been made to contact a parent without success, a PPT meeting can take place if proper parental signatures are obtained after the meeting and before services have begun.	Director	As needed	Child's file

1308.19(K) Grantees must initiate the implementation of the IEP as soon as possible after the IEP meeting by modifying the child's program in accordance with the IEP and arranging for the provision of related services. If a child enters

Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance.

Procedure	Responsibility	Time Frame	Documentation
Manchester Head Start strives to initiate services according to the required timetables. At the PPT meeting, the specialist who will be providing the services is asked for a start date. Services will begin no later than the second visit that the clinician is scheduled to be at Head Start.	Director	Within two weeks after the PPT date	Child's file

1308.20 NUTRITION SERVICES

1308.20(A) The Disabilities Coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.

Procedure	Responsibility	Time Frame	Documentation
Disabilities Coordinator will work with the Health Manager and food service staff to ensure that all nutritional aspects of the child's IEP are fully met.	Disabilities Coordinator and Health Manager	As needed	IEP and child's file

1308.20(B) Appropriate professionals, such as physical therapists, speech therapists, nutritionists, or dieticians, must be consulted regarding ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing, swallowing, and feeding themselves.

Procedure	Responsibility	Time Frame	Documentation
Disabilities Coordinator will ensure that all appropriate professionals, including the Health Manager, are included in IEP teams, and that all aspects of a child's skill development are addressed.	Disabilities Coordinator and Health Manager	As scheduled	IEP and child's file

1308.20(C) The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack time with classmates.

Procedure	Responsibility	Time Frame	Documentation
Modifications will be made to room arrangements, schedules, and activities to ensure that all children are included.	Disabilities Coordinator Education Manager Teachers	Ongoing	As scheduled

1308.20(D) The plan for services for children with disabilities must address prevention of disabilities with a nutritional basis.

Procedure	Responsibility	Time Frame	Documentation
Materials and information on sound nutrition practices are regularly distributed to parents and staff based on USDA standards of nutrition practice. Parent workshops are also conducted throughout the school year to maximize the likelihood that parents will be able to provide proper nutritional foods to their children.	Health Manager	Ongoing	As scheduled

1308.21 PARENT PARTICIPATION AND TRANSITION OF CHILDREN INTO HEAD START AND FROM HEAD START TO PUBLIC SCHOOL

1308.21(A) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:

1308.21(A)(1) Support parents of children with disabilities entering from infant/toddler programs.

Procedure	Responsibility	Time Frame	Documentation
Parents of children with disabilities are supported in the entry from Early Head Start through memoranda of agreement. Children are also transitioned from early childhood special education programs within the LEA, as well as from other childcare centers.	Disabilities Coordinator Family Advocates	Ongoing	Home visit write-ups, attendance sheets from meetings

1308.21(A)(2) Provide information to parents on how to foster the development of their child with disabilities.

Procedure	Responsibility	Time Frame	Documentation
Parent information packets are provided to parents of children with disabilities. Skill building sessions are also conducted throughout the school year.	Disabilities Coordinator and Family Advocates	Ongoing	Attendance records

1308.21(A)(3) Provide opportunities for parents to observe large group, small group, and individual activities described in their child's IEP.

Procedure	Responsibility	Time Frame	Documentation
Parents will be encouraged to actively participate in the child's classroom, including training as volunteers in the classroom.	Teachers, Family Advocates, Parent Involvement Manager	Ongoing	Sign-in sheets

1308.21(A)(4) Provide follow-up assistance and activities to reinforce program activities at home.

Procedure	Responsibility	Time Frame	Documentation
Clinicians implementing the goals of the IEP will consult with teachers and parents to ensure that learned skills generalize to others and other settings.	Education Manager, Teachers	As identified	IEP minutes, communication logs

1308.21(A)(5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.

Procedure	Responsibility	Time Frame	Documentation
Family Advocate will assist parent to access support and services by introducing them to the Community Resource Directory and making other specific referrals as needed.	Family Advocates	Ongoing	Family contact folders

1308.21(A)(6) Inform parents of their rights under IDEA.

Procedure	Responsibility	Time Frame	Documentation
IDEA materials on parental rights will be made available to all parents prior to PPT meetings and again at those meetings.	Director	Ongoing	IEP minutes

1308.21(A)(7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening Diagnosis and Treatment (EPSDT) Program, and other sources and assist them with initial efforts to access such resources.

Procedure	Responsibility	Time Frame	Documentation
Family Advocate will work with each family to identify supplemental services and resources for which they may be eligible.	Family Advocates	First month of program participation	Family file

1308.21(A)(8) Identify needs (caused by the disability) of siblings and other family members.

Procedure	Responsibility	Time Frame	Documentation
Staff members will identify the needs of other family members as part of family goals identification and planning.	Family Advocates, Teachers	Within first month of service	Family file

1308.21(A)(9) Provide information in order to prevent disabilities among younger siblings.

Procedure	Responsibility	Time Frame	Documentation
Program staff will assist parents in understanding typical child development and how to get help if another child appears to be having developmental difficulties. This can result in a referral made to another agency that can help the parent address concerns.	Disabilities Coordinator, Education Manager, Family Advocates	Ongoing	Family file, workshop sign-ins

1308.21(A)(10) Build parent confidence, skill, and knowledge in accessing resources and advocating to meet the special needs of their children.

Procedure	Responsibility	Time Frame	Documentation
Program staff will help empower parents to be their child's first teacher through training and advocacy so that parents can learn to help themselves.	All staff	Ongoing	Family and child files

1308.21(B) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement beginning early in the program year.

Procedure	Responsibility	Time Frame	Documentation
Teachers will assist each parent with the transition process by sharing developmental data at the spring parent-teacher conference. The teacher will also meet with receiving kindergarten teachers in order to share a child's strengths and needs. Parents are also provided with a workshop entitled, "Transition to Kindergarten." Parents are also guided to participate in tours of receiving school programs.	Education Manager, Teachers	Within one month of school ending	Child's file

1308.21(C) Grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.

Procedure	Responsibility	Time Frame	Documentation
As part of the Manchester Board of Education, Head Start's students are already a part of the school system. Our families do not have to register their children for kindergarten; however, a complete student profile is sent to each receiving school. Appropriate professionals from the receiving schools are also invited to annual reviews and end-of-year PPTs.	Director	Ongoing	Child's file